

# Open Research Online

---

The Open University's repository of research publications and other research outputs

## English for Employability: India

### Conference or Workshop Item

#### How to cite:

Perez-Gore, Isabelle (2014). English for Employability: India. In: English for Employability, 07-08 Nov 2014, Mahila Mahavidyalaya College - Nagpur - India.

For guidance on citations see [FAQs](#).

© 2014 The Author

Version: Version of Record

---

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

---

[oro.open.ac.uk](http://oro.open.ac.uk)



The Open  
University

# Employability Skills and English

**Dr Isabelle Perez-Gore**

**Lecturer International Teacher Education**

**(English in Action: UK-Bangladesh)**

**[Isabelle.perez-gore@open.ac.uk](mailto:Isabelle.perez-gore@open.ac.uk)**



## International Seminar

On

# ENGLISH FOR EMPLOYABILITY

NOVEMBER, 8<sup>th</sup>, 2014



Organised by :  
SSPM's

**Mahila Mahavidyalaya**

Nandanvan, Nagpur – 440 009, INDIA

## CONTENTS

Key note address by Dr. Isabelle Perez-Gore

### Workshop

1. Teaching college students : English for academic and professional development -  
**Dr. Isabelle Perez-Gore** 13
2. Teaching school children : English as a life skill  
**Dr. Isabelle Perez-Gore** 14
3. Why do I call myself a Viennese when I am an Indian?  
**Dr. Neelam Tikkha** 15

### Research Paper

1. I Need a Classroom Without Wall to Learn English !  
**Dr. Neelam Tikkha** 16
2. Career Goals and L2 Motivation : A Chinese Case Study  
**Gareth Morris** 23
3. The impact of Internet on English Language Teaching and Learning in a Globalized World  
**Dr. Ajay G. Murkute** 30
4. Role of English Language Teachers in Developing Employability Skills  
**Dr Sanjay Kumar Singh** 34
5. Effective Teaching of English Language through ICT  
**Shakeela. Noorbasha** 41
6. Teaching English to Slow Learners of Undergraduate Level in Telangana State, India  
**Dr. Srinath Addagatla** 44
7. Motivating Learners Through Innovative Strategies  
**Dr. Ch. Radhika** 48
8. Role of College Librarian in Motivating Learners through Information Literacy Programme  
**Dr. SMITA S. GIRI** 52



The Open  
University

# Overview

## India

- in the news: graduates employability
- MDG: education and gender
- Employable workforce - policies
- Demographic dividend

## The World

- Globalisation – economy
- English language

## India & The World

Employability skills test – core skills

Impact on Education

Pedagogy



## The Hindu (2013)

“47 per cent graduates in India are not employable for any industry role. **Their lack of English language knowledge and cognitive skills were identified as the major obstacles** to their suitability in the job market.”

# India: Achieving Universal Education (2014:37)

## ENROLMENT

**Grades I-V 100%**

**2000: 83% 2010-2011: 99.89%**

**Grades VI-X**

**2000: 83% 2010-2011: 95.92%**

## REMAINING

**Grades I-V**

**2009-10: 78.08% 2011-2012: 86.05%**

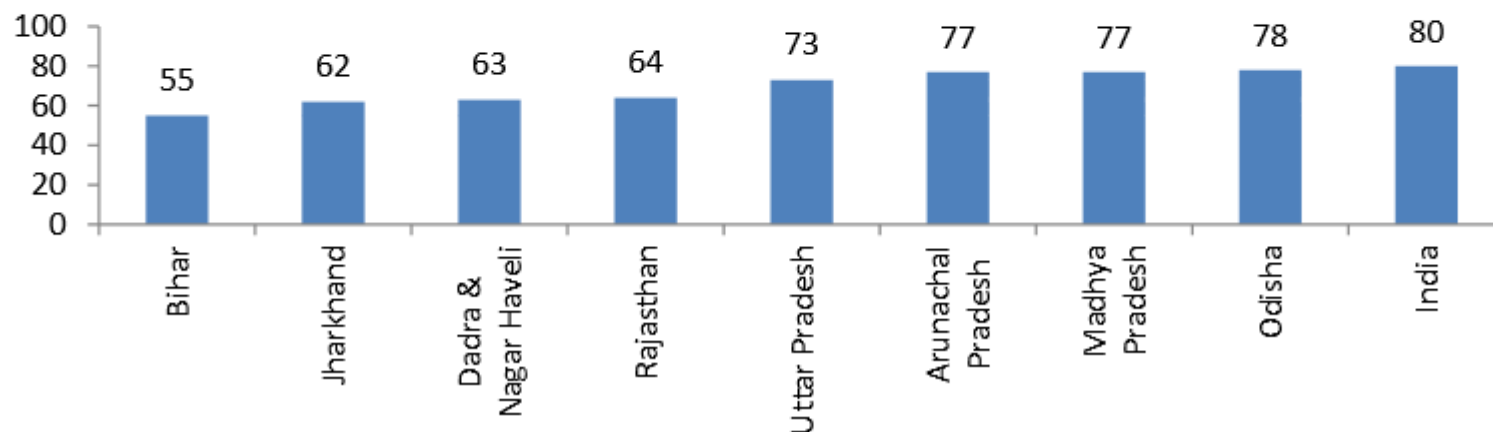
# Youth Literacy

## UNDP (NSSO 2007-8)

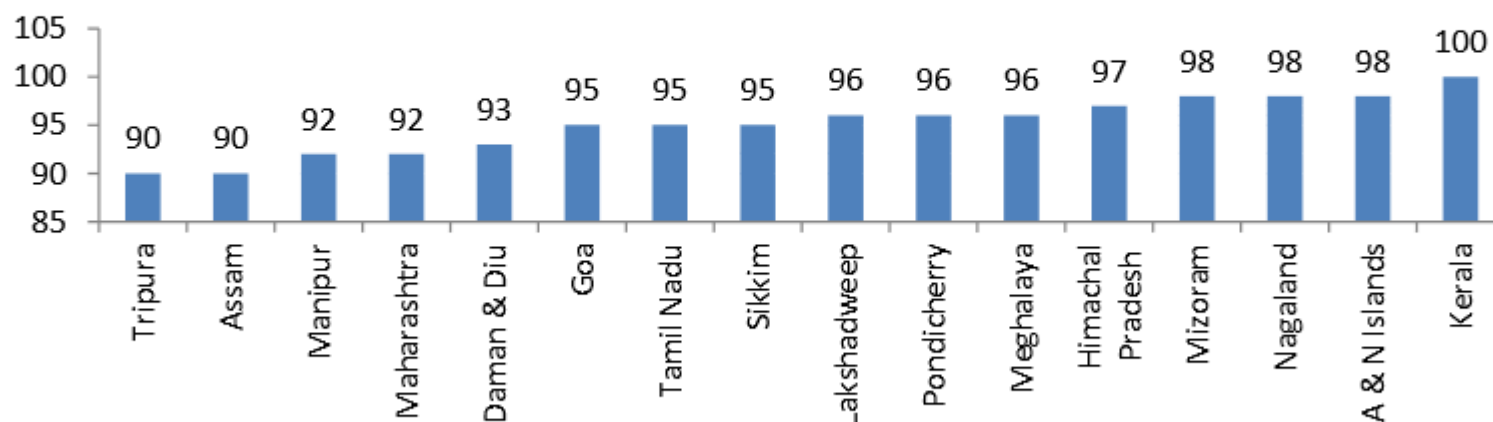
ALL youth	Female	Male	Rural	Urban
	80%	90%	83%	93%
All population	Female	Male	Rural	Urban
	64.6%	80.9%	67.8%	84.1%



**Fig. 5.2 : States with Female youth literacy rate less than National level (NSS 2007-08)**



**Fig 5.3: States with 90% & above female youth literacy (NSS 2007-08)**





# Youth Literacy

## UNDP (NSSO 2007-8)

ALL youth	Female	Male	Rural	Urban
	80%	90%	83%	93%
All population	Female	Male	Rural	Urban
	64.6%	80.9%	67.8%	84.1%

# India MDG Report (GoI 2014:53)



Female participation in employment (non-agricultural sectors)

Rural: 19.9%    Urban: 18.7%    R+U: 19.3

“It is projected that at this rate of progress, the share of women in wage employment can at best reach a level of about 22.28% by 2015.

Labour markets in industry and services sectors in India are heavily male dominated and a 50:50 situation for men and women is too ideal to be true given the market dynamics and existing socio-cultural framework.”

# In 2005...

“...to meet the demand for specific skills of a high order, a Public Private Partnership between Government and Industry proposed to promote skills development programme under the name *Skill Development Initiative*...”

<http://ncw.nic.in/frmSkillDevelopment.aspx>

# In 2007...

“Government of India, Ministry of Labour & Employment launched a Modular Employable Skills (MES) under Skill Development Initiative (SDI) Scheme through Directorate General of Employment & Training” (DGE&T, MoL: 2014)...

<http://dget.nic.in/content/innerpage/introduction-sdis.php>

# In 2008...

The National Skill Development Coordination Board (NSDCB), coordinated by the Planning Commission was established by the Prime Minister with a target of skilling 700 million people by 2022 (Weelbox et al, 2014).

In **India**, employment growth is almost exclusively concentrated in the informal economy, where more than 90 per cent of India's workers are employed at low levels of productivity and income. Half of the country's population over the age of 25 has had no education and an additional third have at best primary schooling. Four out of five new entrants to the workforce have never had any opportunity for skills training. While enrolment in technical education institutions has increased (from 2.1 million in 2000 to some 3.8 million in 2005), there is a very high drop-out rate in these institutions. There is a huge shortage of teaching faculty in engineering colleges. At the same time, significant skills shortages are reported throughout the formal economy. In the information technology sector alone, the current deficit in engineers is estimated to be around half a million.

In order to address these challenges, India adopted an ambitious National Skills Development Policy in 2009. Its main aim, in the words of the Union Minister for Labour and Employment, is to empower all individuals through improved skills, knowledge and internationally recognized qualifications to give them access to decent employment and to promote inclusive national growth. It is envisaged, among other things, to increase vocational training capacity to 15 million students over the 11th Five Year Plan period (2007-12).

\* Gesellschaft für Technische Zusammenarbeit (GTZ China) 2009.





## Rajnath Singh pitches for improving education system in India (Parda Phash: Oct. 2014)



- Home Minister Rajnath Singh, on Friday said that it is important to focus on skill development.**
- Not even one Indian university featured in the list of top 275 universities in the world, according to the Times Higher Education Survey.**
- A survey conducted by Wheebox Employability Test, the minister said "only 34 percent of our graduates are employable".**

# Wheebox (2014:17)

We have a remarkable 60% of total population available for working and contributing towards GDP, **but** out of the total pool only 25 % is capable of being used by the market. If the research findings are to be believed there would be a demand-supply gap of 82-86% in the core professions; IT industry would face the shortage of up to 3.5 million skilled workers...

# The demographic dividend

The Open  
University

Population of 1.3 billion, of which about 0.8 billion in the working age, India in 2020 is surely something the world can look forward to. According to economic predictions that time would be the golden growth era in the demographic dividend. We would not only have enough manpower to meet our need but we can help the rest of the world as well (Wheebox 2013:13)

HOWEVER...

If we continue in the current pace we would have a skill gap of 75-80% across industry sectors...people with skills corporates do not require, jobs for which right fit is not available

# World demographic changes



The world population is ageing: marked by declining fertility and rising life expectancy

- over 60 years will increase

- Working age (25-59 y.o.) will decline (developed regions)  
will grow slowly (less developed regions)

CONSEQUENCES: education, skills and training

1. Economic growth will depend more on productivity of workforce: Life long learning for active persons (ageing, women)
2. Growing size of youth cohort will challenge education and training, job creation rates
3. Flow of migrant workers will grow: fair access to training, fill skill gaps (G20: 2010-8)

# Globalisation

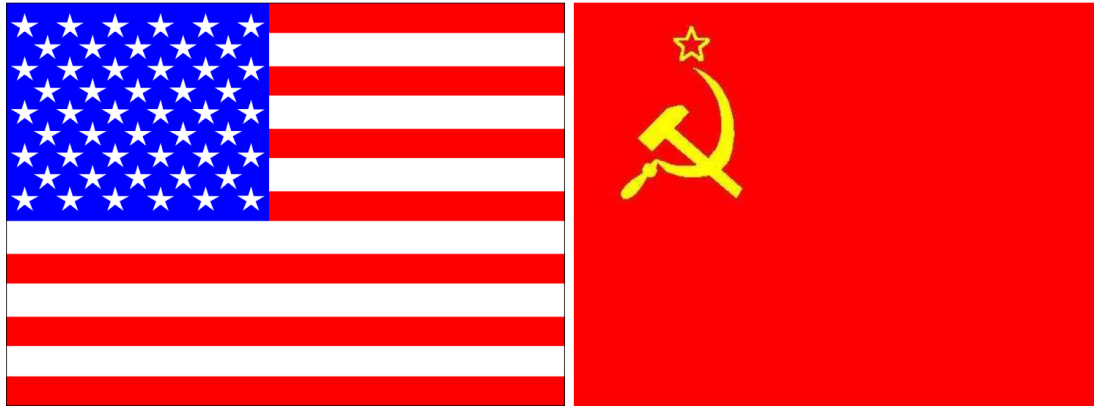
The division between rich and poor countries is blurring as technology becomes a global commodity that developing and emerging economies import and adapt to catch up with advanced economies.



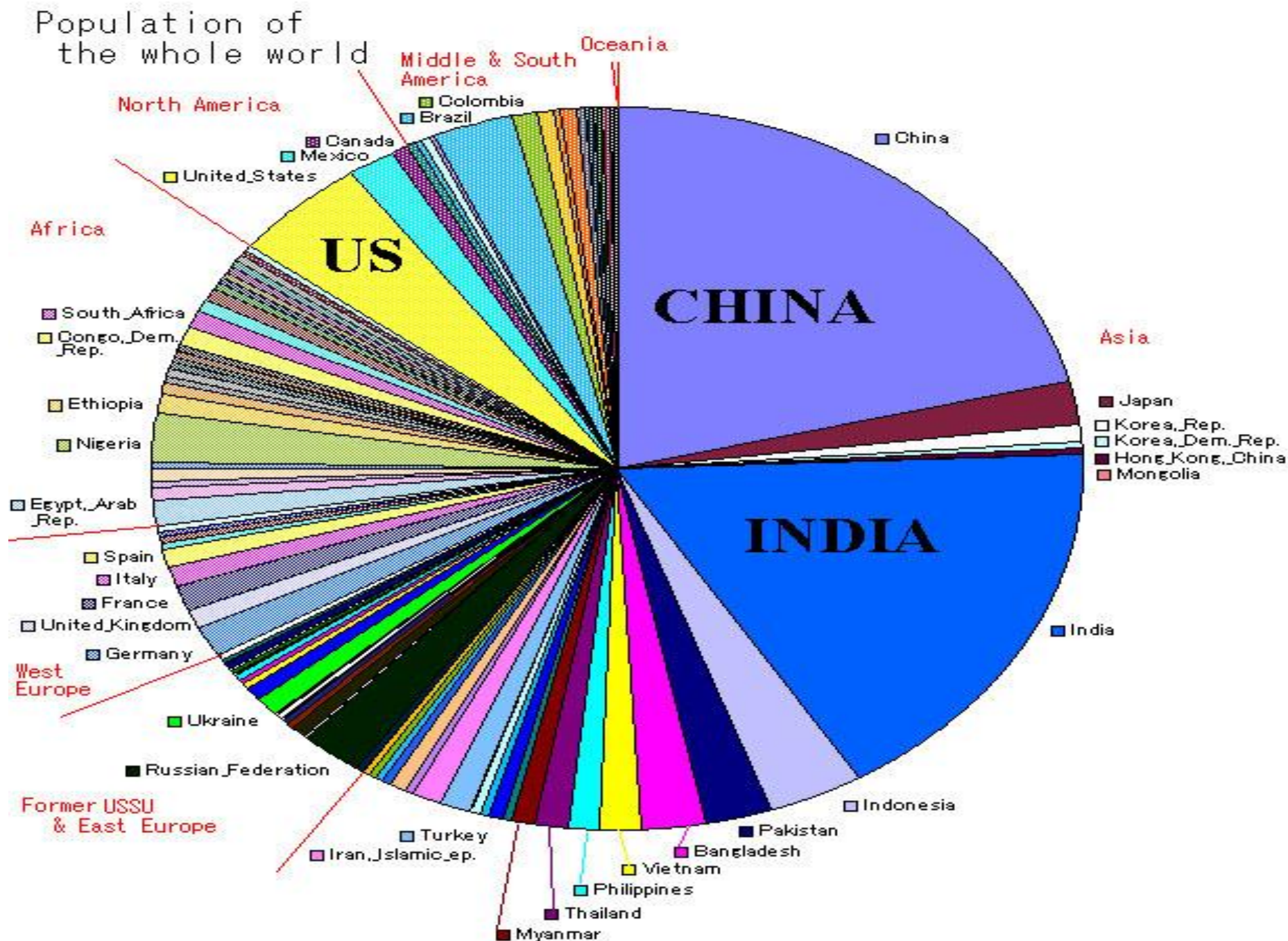


# The Cold War 1945-1990

## USA vs Union of Soviet Socialist Republics









உதரலிசுஅ

# The discourse of 'English as a language for international development': Policy assumptions and practical challenges



Philip Sargeant & Elizabeth J. Erling (2011:5)

Within the broader discourse of English as a global language, several ... associations have been made,...that characterise English as the language of international commerce, of science, of technological advancement, and of human rights... Our contention is that a similar formulation, that of '**English as a language for international development**', is emerging in the thinking and practices of academic, educational and political institutions.

# Aspiring Minds (2013)

Annual report (60 000 students)



- **47% graduates not employable in any sector of the knowledge economy**
- **Less females are pursuing 3-year graduate degrees and show similar or higher employability to males**
- **English and computer skills dampening smaller town employability prospects significantly**
- **Education system promoting rote learning in place of actual application of concepts**
- **Over 40% employable graduates beyond the top 30% have no way to signal their employability to potential recruiters**



# Skills for life: core skills

**Literacy**

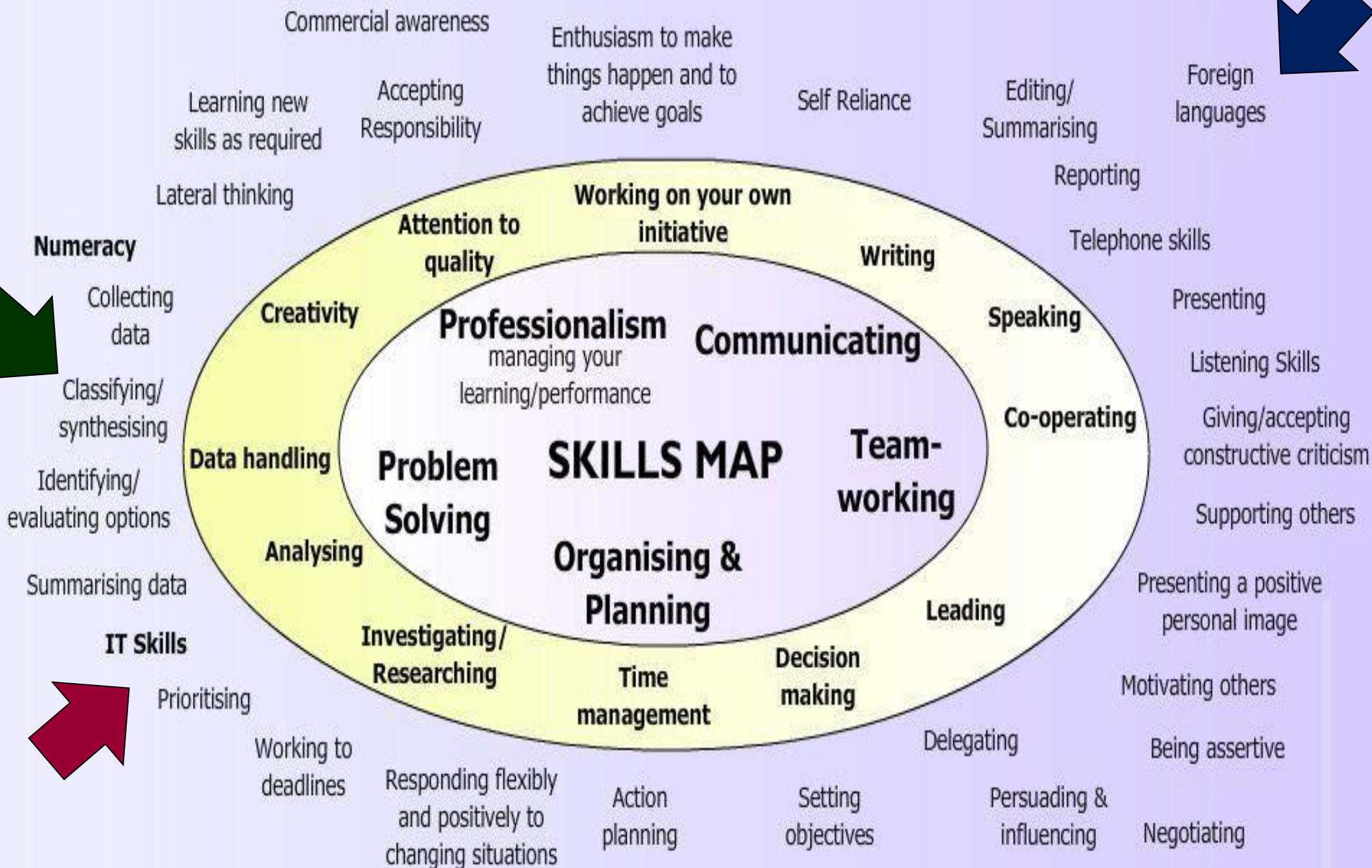
**Communication skills**

**Team work**

**Problem solving skills**

**Learning abilities**







# Cognitive Ability Skills (CAS) The Open University

CAS Tests measure **verbal, numerical and abstract reasoning** and the ...score reflects the person's **ability to acquire, retain, organize and apply information**. People, who score well...are more likely to develop a greater knowledge of the job quickly, Make effective decisions, Successfully reason and solve problems and respond appropriately to new or complex situations.

# Basic IT Literacy

Most people need some IT skills to find work today. Acquiring **basic IT skills** and being familiar with **using a computer** may open up a wide range of employment opportunities and increase a test taker's marketability in the workplace. It is likely that a modern job will require one to be familiar with at least some computer applications.

# English Language Skills

The Open  
University

English Language Skills are **probably the most important ingredient to a successful career**. Language is now considered a skill that most companies in India and abroad look for. The importance of the English language in the workplace continues to be a top concern among employers.

# The Organisation for Economic Co-operation and Development (OECD 2010:13)



The gulf between the **world of learning** and the **world of work** can be wide.

The former is often ***classroom-based and academic***, while the latter is dominated by ***the practical demands of production processes, deadlines and workplace organization...***

...there is a persistent gap between the kind of knowledge and skills that are most in demand in the workplace and those that education and training systems continue to provide.

# Aspiring Minds (2014)



...the report strongly points towards the need for **renewed focus on vocational training**, specific targeted intervention in areas of **computer and English skills**...less than 25% students are able to apply concepts to problems... our higher education system needs to lay greater **stress on application of concepts** and discourage rote learning. Employers should also start questioning their traditional ways of selecting and sourcing graduates and find new ways to reach employable youth.

**“A public education system that often under-delivers”** (UNESCO 2012:5)

Many contend that ...schools' approach to educating young people is:

- excessively theoretical and...
- does not equip them either with sufficiently transferable skills that are valued by employers - **notably computer skills and English-** or with **sufficiently extensive and focused work experience.**



# Aspiring Minds (2014)



**47% graduates not employable in any sector of the knowledge economy**

...nearly 47%, were found not employable in any sector given their English language and cognitive skills.

**English and Computer Skills dampening smaller town employability prospects significantly**

For students in smaller towns and cities the maximum gap is observed in English and Computer skills....these skills are rated as enablers and useful skills in knowledge sector jobs, they demand early intervention.

**Education system promoting rote learning in place of actual application of concepts**

Not more than 25% of the graduating students could apply concepts to solve a real-world problem in the domain of Finance and Accounting. On the other hand, on average, 50% graduates are able to answer definition-based/theoretical questions based on the same concept. This shows that even though students have got exposure to the concepts, they really do not understand them or know how to apply them.

# OECD (2010:30)



The world of learning and the world of work are separate. One imparts learning; the other produces goods and services. But neither can thrive without the other. The art of successful skills policies is to construct sound bridges that connect the two worlds to serve both.

**A strong partnership between government, employers and workers** is an essential feature of an effective and enduring bond between the world of learning and the world of work.

# Salisbury et al. (2009:120)



Universities should provide support for their students' preparation for the work-force, with special attention to the relevance of their education programmes to the labour market's needs and the quality of the graduates.

- “a deeper understanding and respect for global issues”,
- “more favourable attitudes toward other cultures”,
- “stronger intercultural communication skills”,
- “improved personal and professional self-image”,
- “better foreign language skills”,
- “self-confidence”,
- “ability to handle ambiguity”,
- “insight into their own value systems” and “overall maturity”.

# OECD (2010:11)



Training and skills development...[cover] the full sequence of life stages.

**-Basic education gives each individual a basis for the development of their potential, laying the foundation for employability.**

**-Initial training provides the core work skills, general knowledge, and industry-based and professional competencies that facilitate the transition from education into the world of work.**

**-Lifelong learning maintains individuals' skills and competencies as work, technology and skill requirements change..**

Seamless pathways of  
learning (from primary)



Core Skills development



High-level skills  
development



Portability of skills



**Employability  
skills**



# International Labour conference (2008): Holistic approach



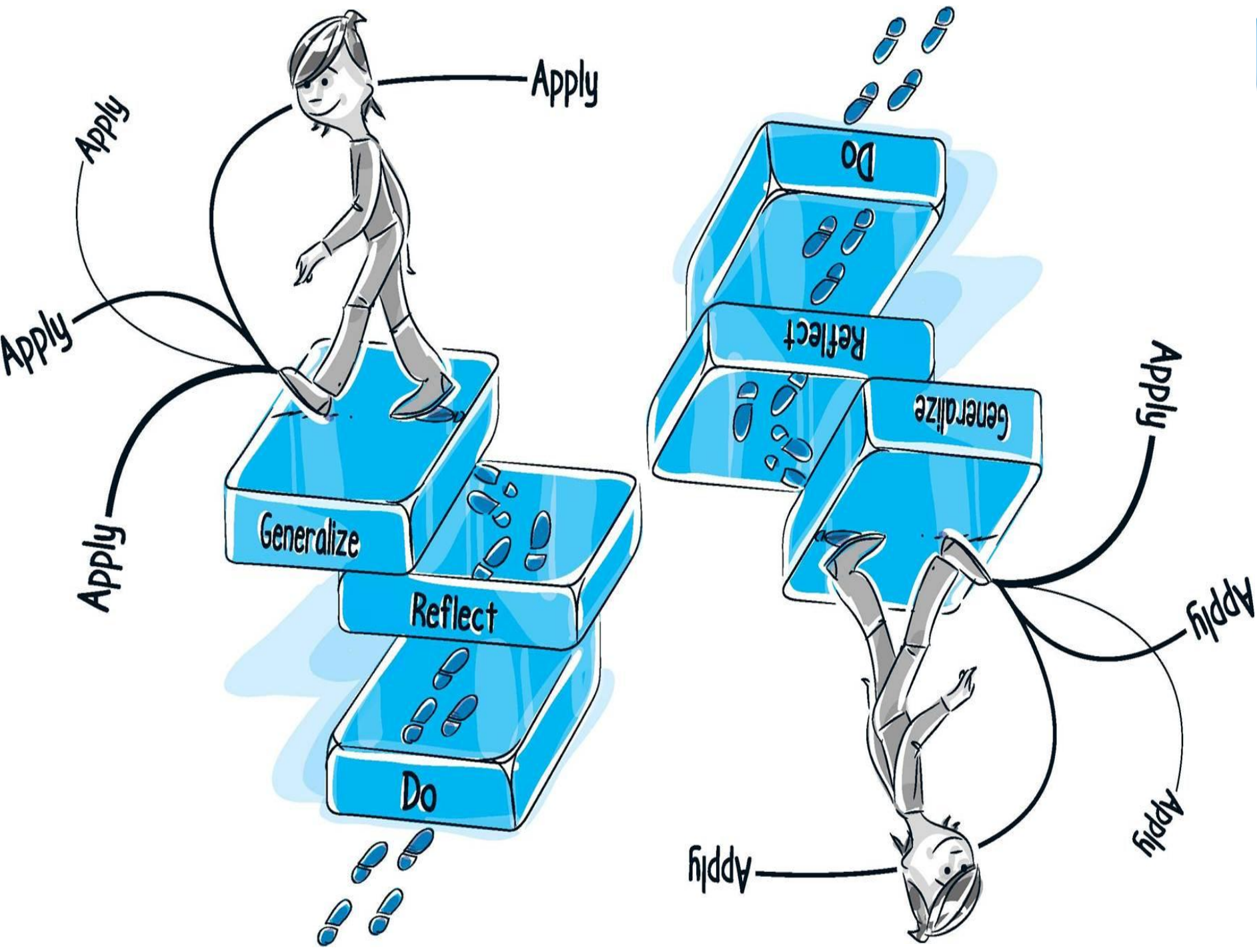
Continuous seamless pathways to learning (from pre-school-employment: career guidance, labour market info., counselling for women and men, opportunities for learning, upgrading skills, lifelong learning

**-Core skills development: literacy, numeracy, communication skills, teamwork, problem solving skills, learning abilities, knowledge of workers rights (market changes, adaptability)**

**-High level skills development: professional, technical, human resource skills**

**-Portability of skills: apply skills to new occupations and industries**





# Developing core skills from an early age...

Encourage diversity and use it

Nurture creativity

Set problems – applying skills

Questioning skills - Students' voices

Multiple intelligences explored

The learning process (VS results)

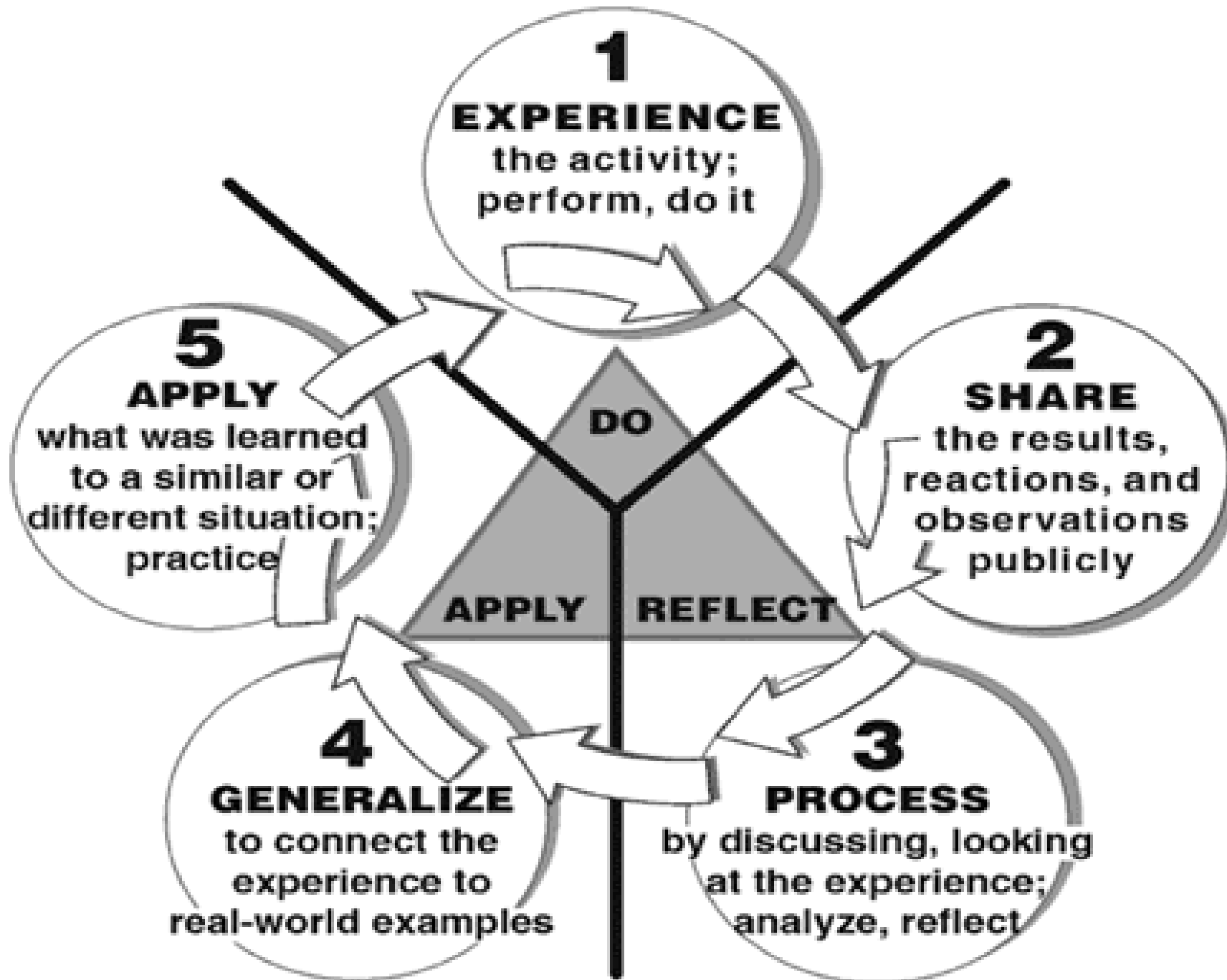
Responsibilities for own learning, assessments and achievements

Reflective learning

Learning strategies discussed

Assessment for/of learning





Experiential Learning (Kolb)

# Pedagogical implications

- Learning by doing alone and with others – (perceptions of errors – motivation)
- Peer and self evaluation
- Assessment for learning: St & T
- Performance-based criteria
- Goal setting
- Developing competencies – measuring
- Use content to learn skills – use skills to learn content
- Collaborative learning – (social construction)
- Integrating skills (across the curriculum, sectors)



# Activity types

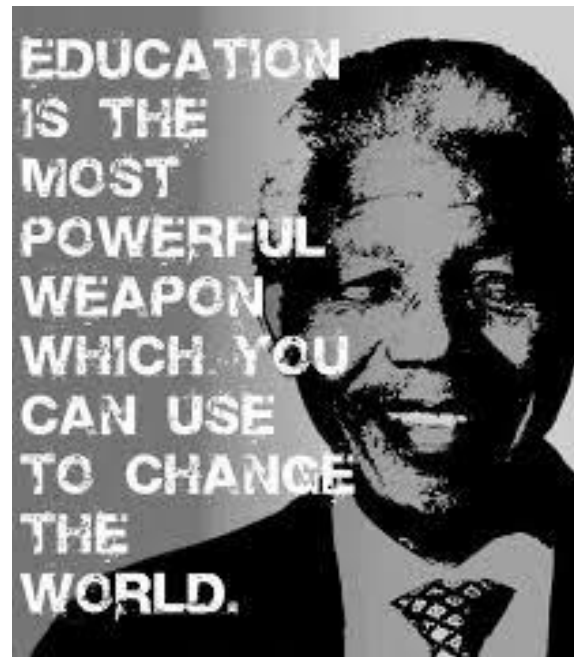
- Active listening
- Fluency-based activities
- Problem solving (different types of reasoning)
- Working in different groups and pairs
- Talking about and reflecting on learning (and learning strategies)
- Creative thinking
- Critical thinking (open questions)
- Role playing
- Register (writing, speaking, reading – vocabulary/syntax)
- Project-based / real world activities
- Presentation skills
- Using various types of technology

# MAKING EDUCATION A PRIORITY IN THE POST 2015 DEVELOPMENT AGENDA ([unesco.org](http://unesco.org))



**“We cannot continue to tell young people that they are the future, if we don’t provide them with the tools and resources they need to be successful in that future.”**

Jamira Burley, Executive Director, City of Philadelphia Youth Commission  
Youth Advocacy Group member, Global Education First Initiative





DEAR EGN SLIH TECAEHR,  
AS LNOG AS THE FSRIT &  
LSAT LTETER R IN THE  
SMAE PALCE, U CAN SILTL  
RAED TIHS.

SINCERELY,  
SLPELNIG IS NOT TAHT  
IPMONTAT



## VIDEO





Aspiring Mind (2014) Highlights of Aspiring Minds Employability Report on Indian Graduates 2013 [online] [http://www.aspiringminds.in/researchcell/articles/highlights\\_of\\_aspiring\\_minds\\_employability\\_report\\_on\\_indian\\_graduates\\_2013.html](http://www.aspiringminds.in/researchcell/articles/highlights_of_aspiring_minds_employability_report_on_indian_graduates_2013.html) and <http://www.aspiringminds.in/talent-evaluation/english-language.html>

Aspiring Mind (2014) NATIONAL-EMPLOYABILITYREPORT-ENGINEERS-ANNUAL-REPORT-2014 [online] <https://www.academia.edu/5928569/NATIONAL-EMPLOYABILITYREPORT-ENGINEERS-ANNUAL-REPORT-2014>

Aspiring Minds (2013) National Employability Report Graduates, Annual Report- 2013 [online]

[http://www.aspiringminds.in/researchcell/articles/highlights\\_of\\_aspiring\\_minds\\_employability\\_report\\_on\\_indian\\_graduates\\_2013.html](http://www.aspiringminds.in/researchcell/articles/highlights_of_aspiring_minds_employability_report_on_indian_graduates_2013.html)

Azami A, Yusainee MD Y, Zaidi MD O, Azah M and Norhamidi M (DU) Engineering Employability Skills Required By Employers In Asia, Center for Engineering Education Research, Faculty of Engineering and Built Environment, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor Darul Ehsan, Malaysia.

Directorate General of Employment and Training (DGE&T) Ministry of Labour and Employment (GoI) 2014. [online] <http://dget.nic.in/content/innerpage/introduction-sdis.php>.

G20 (2014) Members [online] [https://www.g20.org/about\\_g20/g20\\_members](https://www.g20.org/about_g20/g20_members)

Jain P (2013) Globalization and Developing Employability Skills: Challenges and their Solutions with Reference to NPSD & Government's Action Plan and role of Life Long Learning and Extension Departments Journal of Business Management & Social Sciences Research (JBM&SSR) ISSN No:2319-5614, Volume No.5. [online] [http://borjournals.com/Research\\_papers/May\\_2013/1200M.pdf](http://borjournals.com/Research_papers/May_2013/1200M.pdf).

Lowden K, Hall S, Elliot D and Lewin J (2011) Employers' perceptions of the employability skills of new graduates, Research commissioned by the Edge Foundation

[online] [http://www.edge.co.uk/media/63412/employability\\_skills\\_as\\_pdf\\_-\\_final\\_online\\_version.pdf](http://www.edge.co.uk/media/63412/employability_skills_as_pdf_-_final_online_version.pdf)



Ministry of Labour and Employment, Government of India (2009), National Policy on Skill Development, Government of India, New Delhi.

National Commission for women (2014) Modular Employable Skills (MES) under Skill Development Initiative Scheme (SDIS)- [Online] <http://ncw.nic.in/frmSkillDevelopment.aspx>.

Prada Phash (2014) Rajnath Singh pitches for improving education system in India [online] <http://www.pardaphash.com/news/rajnath-singh-pitches-for-improving-education-system-in-india/763293.html#.VEIZPVfNnjM>

Sergeant P and J. Erling E (2011) The discourse of 'English as a language for international development': Policy assumptions and practical challenges - Edited by Hywel Coleman (2011) Dreams and Realities: Developing Countries and the English Language – The British Council [online] <https://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section12.pdf>

Somalingam I A and Shanthakumari R (2014) Testing and exploring graduate employability and competencies [online] [somalingam.tvm@gmail.com](mailto:somalingam.tvm@gmail.com)

The Hindu (2013) Nearly 47 per cent graduates in India unemployable, says report [online] <http://www.thehindu.com/news/cities/Delhi/nearly-47-per-cent-graduates-in-india-unemployable-says-report/article4850167.ece>

The Organisation for Economic Co-operation and Development called (2010) A Skilled Workforce for Strong, Sustainable and Balanced Growth – A G20 training strategy [online] <http://www.oecd.org/g20/topics/employment-and-social-policy/G20-Skills-Strategy.pdf>

Ujjwal Chouksey (DU) Better English for better employment opportunities [online] [https://www.academia.edu/4286762/Better\\_English\\_for\\_Better\\_Employment\\_Opportunities](https://www.academia.edu/4286762/Better_English_for_Better_Employment_Opportunities)

UK Government (2014) Employability resources [online] <http://www.move-on.org.uk/employability.php?catid=285>

UNESCO (2012) Education for all global monitoring report - Background paper prepared for the Education for All Global Monitoring Report 2012 - *Youth and skills: Putting education to work* [online] <http://unesdoc.unesco.org/images/0021/002178/217874e.pdf>

UNESCO (2012) Graduate employability in Asia [online] <http://unesdoc.unesco.org/images/0021/002157/215706e.pdf>

UNESCO (2012) International Qualitative Research for the 2012 Education for All Global Monitoring Report– Youth and skills: Putting education to work [online] [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2012-youth-research-focus-group\\_Report\\_Final.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/gmr2012-youth-research-focus-group_Report_Final.pdf)

UNESCO (2014) World Education Forum 2015 (WEF) [online] <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/world-education-forum-2015/>

Wheebox (2014) Annual graduate Report [online] <https://wheebox.com/logo/FullVersion.pdf>

World Bank (2011) Learning for All Investing in People's Knowledge and Skills to Promote Development [online] [http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education\\_Strategy\\_4\\_12\\_2011.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf)

World Bank (2014) World Bank Education Strategy 2020: Learning for All Video [online] <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:23017493~pagePK:210058~piPK:210062~theSitePK:282386,00.html>

Yuzhuo Cai (2013) Graduate employability: a conceptual framework for understanding employers' perceptions [online] [https://www.academia.edu/1964380/Graduate\\_employability\\_a\\_conceptual\\_framework\\_for\\_understanding\\_employers\\_perceptions](https://www.academia.edu/1964380/Graduate_employability_a_conceptual_framework_for_understanding_employers_perceptions)

Zareena J and Haider Y (2013) Self perceived attributes for employment: A study on engineering graduates International Journal of Human Resource Management and Research (IJHRMR)

ISSN 2249-6874, Vol. 3, Issue 4, Oct 2013, 29-32.

IPG Nov 2014